

RUBRICS: SAMPLE GUIDELINES FOR SELF AND SUPERVISOR MEASUREMENT AGAINST COMPETENCIES

Score	0.5 – 2.0	2.5 – 3.0	3.5 – 4.0	4.5 - 5
Bloom's Taxonomy	Not yet able to explain and or apply knowledge, but can recall information.	Not yet able to analyse and evaluate but is able to explain and apply through higher order recall.	Able to analyse and evaluate, explain and apply through higher order recall. Not able to create new knowledge as yet.	Does a combination of the following: Creates; Analyses and Evaluates; Explains and applies; and Recalls.
Teamwork: Intern puts effort into team tasks and discussions, and is able to work both independently and collaboratively using team processes to achieve agreed outcomes.	<ul style="list-style-type: none"> • Displays no ownership of work. • Doesn't seek to understand expectations. • Does not understand the issues to enhance project outcomes. • Undertakes some required actions but is unable to achieve agreed outcomes. • Doesn't work collaboratively with others. • Does not always show respect. 	<ul style="list-style-type: none"> • Occasionally completes group tasks by deadline, but is unable to achieve agreed outcomes. • Does not anticipate unexpected issues to enhance project outcomes. • Sometimes works collaboratively to foster a positive team environment. • Rarely uses team processes to develop an effective team. • Respectful but does not address team conflict positively. 	<ul style="list-style-type: none"> • Completes all tasks by deadline. • Works collaboratively with others to foster a positive team environment. • Uses team processes to work towards developing an effective team by generally showing respect, being polite and communicating constructively. • Conveys a positive attitude about the team, recognising and responding to conflict directly. • Reflects on, evaluates and achieves team goals. 	<ul style="list-style-type: none"> • Completes all individual assigned tasks by deadline in a way that enhances group goals. • Anticipates and resolves unexpected issues to enhance project outcomes. • Works collaboratively with others to foster a positive team environment and reflect on, evaluate and achieve team goals. • Proactively helps other team members complete their assigned tasks to enhance project outcomes. • Uses team processes to develop an efficient and effective team by showing respect, being polite and communicating constructively. • Conveys a positive attitude about the team and addresses conflict directly and constructively to enhance team cohesiveness. • Assesses the situation and undertakes a series of actions to achieve agreed outcomes.
Self-Management: Intern attempts to work and learn independently (where the projects allow), and always takes responsibility for personal actions.	<ul style="list-style-type: none"> • Unable to manage own time to deliver assigned activities. • Unable to work independently. 	<ul style="list-style-type: none"> • Keeps track of assigned activities for the most part. • Unable to prioritise assigned activities and does not seek input 	<ul style="list-style-type: none"> • Effectively manages own time to deliver assigned activities within expectations. • Effectively prioritises activities • Effectively works and learns independently. 	<ul style="list-style-type: none"> • Actively manages priorities and time, and communicates/seeks input from the team & supervisor. • Always eager to take on more work. • Gets involved planning at a team/group level. • Effectively works and learns independently. • Always takes responsibility for own actions.

<p>Communication.</p> <p>Oral, written and interpersonal skills involve the development and expression of ideas in writing, and during formal and informal meetings. Involves working with appropriate conventions of style and technologies to enhance and enable the transfer of appropriate meanings (content) in the right context.</p>	<ul style="list-style-type: none"> • Unable to express ideas effectively and or use language that conveys meaning to the audience with clarity. • Unable to demonstrate adequate consideration of context, audience, and purpose. • Did not use appropriate and relevant content to discuss ideas or to develop them in reports. • Did not demonstrate consistent use of important conventions when presenting, or when submitting reports. 	<ul style="list-style-type: none"> • Expresses ideas some of the time. • Demonstrates some consideration of context, audience, and purpose. • Uses randomly relevant content but not in a logical manner. • Beginning to understand the conventions when presenting, or when submitting reports. 	<ul style="list-style-type: none"> • Expresses ideas clearly and concisely. • Organises and presents own perspectives in a logical manner. • Provide clear and regular status to supervisor • Interested in listening to others and hearing alternative viewpoints. 	<ul style="list-style-type: none"> • Uses language that skilfully communicates meaning to readers with clarity and fluency, and is virtually error-free in both oral and written forms. • Able to discuss and convey alternative viewpoints. • Able to adapt communication mode, style and content to audience. • Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. • Uses appropriate, relevant, and compelling content to illustrate mastery of the topic. • Demonstrates skilful use of high-quality, credible, relevant sources to develop and convey ideas.
<p>Critical thinking and problem solving.</p> <p>The intern will evaluate information using critical and analytical thinking to create solutions to real world problems.</p>	<ul style="list-style-type: none"> • Unable to identify issues associated with work activities. • Doesn't raise issues. • Unable to autonomously solve problems of any kind in the workplace. 	<ul style="list-style-type: none"> • Raises issues to attention of supervisor • Identifies issues with assigned activities but does not attempt to resolve them. 	<ul style="list-style-type: none"> • Identifies and solves issues with assigned activities. • Raises complex problems and issues to supervisor as appropriate. 	<ul style="list-style-type: none"> • Able to critically reflect (can deconstruct the issue). • Raises critical questions and concerns. • Raises issues that are impacting the performance of their team, not just their own work. • Anticipates and manages issues, thinking of and presenting solutions (rather than the problem) • Uses creativity for effective and previously untested solutions. • Creates solutions to real world problems.
<p>Digital Literacy</p> <p>The intern is proficient at using technologies to find, use (think critically</p>	<ul style="list-style-type: none"> • Unable to use technologies to find, use and or disseminate information. • Generates poor quality 	<ul style="list-style-type: none"> • Needs guidance when using technologies to find and use information. • Collects information 	<ul style="list-style-type: none"> • Effectively uses information and communication technologies to find, use and disseminate information by applying what is appropriate for use (reliable, 	<ul style="list-style-type: none"> • Demonstrates refined processes for searching and navigating for information. • Strong analytical skills are demonstrated in the way that digital sources are used to provide the basis of critical

<p>and analyse) and disseminate (create and share) information.</p>	<p>information.</p> <ul style="list-style-type: none"> • Unable to analyse data. 	<p>but not discerning of the quality of the information as yet.</p> <ul style="list-style-type: none"> • Learning to analyse what is appropriate data. 	<p>relevant, accurate and authorised).</p> <ul style="list-style-type: none"> • Can select and apply appropriate methods to analyse appropriate data and create useful information. 	<p>thinking and to create useful information.</p> <ul style="list-style-type: none"> • Can demonstrate how to connect the information found, with an analysis to then communicate new knowledge in an ethical way and in a variety of forms. • Collects and documents appropriately relevant references and other reliable information.
<p>Applying discipline skills and knowledge (theory) to real world situations appropriate to the profession.</p> <p>The ability to apply discipline knowledge and skills based on theoretical principles in a practical way in an authentic setting.</p>	<ul style="list-style-type: none"> • Did not demonstrate knowledge of the discipline/profession. • Did not identify the key practices, principles or theories applicable to resolving real world problems. • Discipline knowledge is poorly applied. • States general conclusions (not in-line with professional standards). • Unable to demonstrate a capacity, for working responsibly and safely with others. • No awareness of professional standards and practices. • Didn't seek awareness of the organisation or the industry during placement. • Surface level understanding of professional and workplace knowledge and skills without 	<ul style="list-style-type: none"> • Gave some examples demonstrating knowledge, but unable to identify and analyse issues and problems in a business scenario. • Generates average quality information or data. • Did not analyse data using prescribed methods to create usable information. • Described some of the key practices, principles or theories applicable to resolving complex issues or problems. • Discipline knowledge is applied however issues and problems are not completely resolved. • Begins to explore new knowledge and skills as they relate to application in the workplace. • Begins to apply required body of 	<ul style="list-style-type: none"> • Identifies key practices, principles or theories applicable to resolving business issues, but needs to develop analytical skills. • Analyses knowledge and theories but not in a systematic way. • Can name and explain the theory/theories studied, and can accurately and in detail explain the theory/theories studied in their discipline. • Begins to exhibit ability to transfer discipline knowledge from classroom to real world applications. • Acknowledges and identifies required knowledge, skills, and abilities. • Researches and discusses with some depth, new (non-prescribed but relevant) areas in which there is an opportunity to expand knowledge, skills, and abilities. • Uses body of knowledge to perform autonomously for the most part. 	<ul style="list-style-type: none"> • Identifies the key practices, principles or theories applicable to resolving business issues. • Analyses complex knowledge and or theories at the heart of the issues or problems. • Applies appropriate practices, principles, and theories in a business scenario with complex interrelationships. <ul style="list-style-type: none"> • Exhibits depth and breadth of knowledge in interdisciplinary studies. • Able to apply appropriate discipline specific and professional knowledge and skills to the placement requirements. • Draws meaningful conclusions which are in-line with professional standards. • Always demonstrates, both practically and theoretically, that they work responsibly and safely with others. • Proactive in keeping up to date with latest professional standards and practices. Analyses, evaluates and develops further understanding of the industry throughout the placement. • Acknowledges, identifies and applies prescribed knowledge, skills, and abilities to perform proficiently in the workplace and with minimal supervision. • Researches and discusses in depth new (non-prescribed but relevant) areas in which there is an opportunity to expand knowledge, skills, and abilities. • Pursues and evidences new knowledge, skills, and abilities specific relevant to the authentic working environment.

	an attempt to explore and or develop the minimum required body of knowledge to perform in the workplace.	knowledge in order to perform to an acceptable standard in the workplace.		
Global Citizenship The intern works ethically and productively within a professional context with a high awareness of workplace culture so as to work effectively with others.	<ul style="list-style-type: none"> Can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. Beginning to be aware of the nuances of the workplace culture, but not yet at a level for ensuring optimal working relationships and processes. Not yet able to see global contexts. 	<ul style="list-style-type: none"> Can recognize basic and obvious ethical issues and incompletely grasp the complexities or interrelationships among the issues. Can apply workplace culture understandings. Beginning to be aware of social responsibility and cultural diversity in the workplace. Beginning to see global contexts. 	<ul style="list-style-type: none"> Aware of ethical issues, social responsibility and cultural diversity in the workplace. Recognizes ethical issues when presented in a complex, multilayered, or ambiguous context. Can apply ethical principles within the workplace and is beginning to be able to consider the implications of the application for their life and professional activities. Understands global contexts. 	<ul style="list-style-type: none"> Works ethically and productively within a professional context with a high awareness of workplace culture so as to work effectively with others. Well rounded awareness of ethical issues, social responsibility and cultural diversity in the workplace AND can recognize cross-relationships among the issues. Understands and applies global contexts to workplace relations and activities, and within the context of the industry at large. Awareness of the interrelationship of professional and social codes of conduct for the industry (not just the organisation). Comprehends the big picture of how and where the organisation fits in economic and cultural contexts.
Interest & Energy	<ul style="list-style-type: none"> Shows little interest in the organisation and role. Explores topics/tasks at a surface level, providing minimal insight. 	<ul style="list-style-type: none"> Only demonstrates enthusiasm for some roles/tasks. 	<ul style="list-style-type: none"> Always demonstrates enthusiasm for all tasks. Explores tasks/topics in-depth providing new insight indicating interest in the area. 	<ul style="list-style-type: none"> Seeks feedback on performance. Actively seeks to address improvement areas. Always looks to expand role. Looks to take on more responsibility.
Initiative	<ul style="list-style-type: none"> Needs to take ownership of small tasks and take a risk at being an initiator in some capacity. Completes required work, nothing more. 	<ul style="list-style-type: none"> Takes ownership of routine tasks, but only demonstrates initiative for some roles/tasks. 	<ul style="list-style-type: none"> Displays ownership of activities. Seeks to understand expectations. Seeks to understand the “bigger picture” and how the activity relates to and impacts others. 	<ul style="list-style-type: none"> Works to meet and exceed expectations of supervisor. Identifies and acts on opportunities to improve quality of own work and add value. Identify opportunities to improve and add value to the teams' output.

